

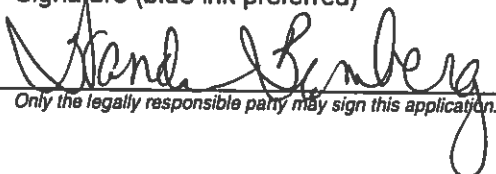
**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 Texas Education for Homeless Children and Youth</b>				
<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018			<small>Place date stamp here.</small>
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 APR -3 AM 8:37</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div>
<b>Contact information:</b>	Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
Aldine ISD	101902			
Vendor ID #	ESC Region #	DUNS #		
74-6001110	4	073898017		
Mailing address		City	State	ZIP Code
2520 W. W. Thorne Blvd.		Houston	TX	77073-3406
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Efrain	F	Uribe	District Homeless Liaison	
Telephone #	Email address		FAX #	
281-985-6425	efuribe@aldineisd.org		281-985-6489	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Dr.Charlotte	J	Davis	Director of Guidance	
Telephone #	Email address		FAX #	
281-985-6403	cidavis2@aldineisd.org		281-985-6489	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Wanda	S	Bamberg	Superintendent
Telephone #	Email address		FAX #
281-449-1011	wsbamberg@aldineisd.org		281-449-0551
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

701-18-109-032

**Schedule #1—General Information**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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18.	The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings.
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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Aldine ISD is requesting 2018-2019 Texas Education for Homeless Children and Youth (TEHCY) **funds to support a program for services to homeless children, unaccompanied youths, and their families.** The grant would fund a Homeless Intervention Specialist position to monitor attendance and academic progress. The grant will also fund tuition for a summer leadership summit, school supplies, uniforms, and hygiene products. The program will provide services from preschool to high school students that are identified as homeless. Aldine ISD's goal is to ensure that our homeless students do not face barriers for enrollment, have the opportunity to attend school, and experience academic success. Expected outcomes include the following: accurate identification and immediate enrollment of homeless children and unaccompanied youths; improvement in reading, writing, and math academic skills; and assistance for homeless students and parents in accessing needed district and community resources.

Due to Hurricane Harvey, Aldine ISD has experienced a 400% increase in the number of homeless students and identified over 2,300 homeless students in the current school year. Although Hurricane Harvey passed about 6 months ago its effects are still being assessed. Our district has experienced a tremendous homeless population growth that may continue to affect our district for the next school years. Aldine ISD serves a very diverse population: Hispanic (74%), African-American (23%), Economically Disadvantaged (89%), and At-Risk (73%). Aldine ISD is a Title 1 School District with over 1/3 of the enrolled students are served in Bilingual or ESL programs. **The demographics of our district define the goals of our grant to focus on attendance, academics, social-emotional health and staff preparedness in delivering the grant program.** Aldine ISD has made increasing school attendance a priority. Students with economic and learning challenges can improve their academic scores, just through **regular school attendance.** One of the biggest challenges we faced when working with homeless students is their lack of attendance. Therefore, part of the interventionist duties will include serving as liaison between the parents and the schools identifying transportation needs, and overall attendance concerns. Many of our students were identified as underprivileged before being displaced and required added support for academic success and attendance. All of Aldine ISD campuses are considered Title 1 schools. In addition, over 1/3rd of the district's enrolled students are served in Bilingual or ESL programs. The students' limited English proficiency along with their homeless status exacerbates their need for additional support. High School homeless students' life experiences can be very challenging as reflected by the 15% passing rate on their 2017 English 1 EOC exam, which is required for graduation. Additional funding will assist Aldine ISD in supporting students with **academic assistance** with the goal of successful student graduation. The Homeless Intervention Specialist will play a key role in the **identification and monitoring of academic progress** for homeless students. Our Economically Disadvantaged students are served with reduced or free meals, donations of school supplies and uniforms. Homeless students have those challenges and the emotional distress and social challenges of being homeless. The Summer Leadership Summit will expose our homeless students to the life of a college campus. Homeless students will be invited to participate in a leadership submit at Prairie View University. The overall goal is for them to experience "college life." This is new opportunity for many of our homeless students and our ultimate goal is for them to leave thinking about the possibility of attending college. They do not have to give up the idea of college due to being homeless.

The goal of **social and emotional health** will be served through the grant by providing their basic needs of clothing and hygiene which must be met first in order for homeless students to fully participate in school life. We are utilizing funds to provide our most needy students with uniforms, school supplies, hygiene products, underwear and socks. This individual will also assist with providing clothing and school supplies for homeless students as needed as well as providing resources to parents in locating temporary or permanent housing.

Training will take place during the summer, prior to the start of the school year. Registrars will be trained to identify and enroll homeless and unaccompanied youth. **Staff preparedness** is priority to ensure that we are serving our population in need of services according to current McKinney-Vento guidelines. Campus Counselors and administrators will receive training in the laws regarding the McKinney-Vento act to ensure compliance at the campus level.

The district Homeless Office has developed a **needs assessment process** that includes campus and district level staff in determining the needs of homeless students and their families. The review team consists of campus counselors,

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Program Manager, Director of Guidance, and Assistant Superintendents. A review of data (i. e. Students receiving school supplies, failing, transportation within and out of district boundaries) is conducted and prioritized.

**The homeless program evaluation will be carried out through regular meetings with the campus Counselor, Homeless Liaison, and academic leadership.** After each grading period, they will meet to monitor the attendance and academic progress. The number of students identified, served or denied are evaluated to ensure compliance with all McKinney-Vento guidelines.

**Aldine ISD has complied with the Statutory Requirements of the grant by:**

- Identifying students, assessing their needs and providing the personnel and resources to address those needs.
- collaborating with State and local agencies to gather and utilize available resources to benefit the homeless and unaccompanied students.
- Utilizing grant funds in training staff in the identification, enrollment and educational success of homeless children and unaccompanied youth.
- Collaboration with the Title 1 Department and Homelessness office to invite and engage parent to attend the parental involvement programs at the campus and district level.
- Homeless and unaccompanied youth will be integrated into the regular education program by providing funding for resources to addresses the needs of the students and supplemental resources to help students fully participate in school.
- Aldine ISD has an established process for the preparation and coordination of services for homeless and unaccompanied students.
- The Homeless Liaison and Director of Special Programs meet to determine the amount of set-aside funds necessary to meet the needs of homeless and unaccompanied youth.
- Aldine ISD has current policies in place to meet the needs of homeless and unaccompanied youth.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 101902			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$316	\$0	\$316
Schedule #8	Professional and Contracted Services (6200)	6200	\$21,500	\$0	\$21,500
Schedule #9	Supplies and Materials (6300)	6300	\$5,500	\$0	\$5,500
Schedule #10	Other Operating Costs (6400)	6400	\$6,500	\$0	\$6,500
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$31,816	\$0	\$33,816
Percentage% indirect costs (see note):			N/A	\$0	\$1,684
Grand total of budgeted costs (add all entries in each column):			<b>\$33,186</b>	<b>\$0</b>	<b>\$35,500</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$35,500
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					\$2,840
This is the maximum amount allowable for administrative costs, including indirect costs:					\$2,840

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101902		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Grant Amount Budgeted			
<b>Academic/Instructional</b>			
1	Teacher		\$0
2	Educational aide		\$0
3	Tutor		\$0
<b>Program Management and Administration</b>			
4	Project director		\$0
5	Project coordinator		\$0
6	Teacher facilitator		\$0
7	Teacher supervisor		\$0
8	Secretary/administrative assistant		\$0
9	Data entry clerk		\$0
10	Grant accountant/bookkeeper		\$0
11	Evaluator/evaluation specialist		\$0
<b>Auxiliary</b>			
12	Counselor		\$0
13	Social worker		\$0
14	Community liaison/parent coordinator		\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
15	ESC specialist/consultant		\$0
16	ESC coordinator/manager/supervisor		\$0
17	ESC support staff		\$0
18	ESC other		\$0
19	ESC other		\$0
20	ESC other		\$0
<b>Other Employee Positions</b>			
21	Title		\$0
22	Title		\$0
23	Title		\$0
24	Subtotal employee costs:		\$281
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
25	6112	Substitute pay	\$0
26	6119	Professional staff extra-duty pay	\$0
27	6121	Support staff extra-duty pay	\$281
28	6140	Employee benefits	\$0
29	61XX	Tuition remission (IHEs only)	\$0
30	Subtotal substitute, extra-duty, benefits costs		\$35
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$316

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 101902		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Homeless Intervention Specialist - These funds will be used to contract an intervention specialist to run reports and monitor the academics, attendance, and behavior of the McKinney-Vento students. This person will also follow up with parents and do home visits as needed.	\$15,000
2	Summer Leadership Summit – This program focuses At-Risk students to a college experience and explore the "College Life"- First and Goal, Inc.	\$6,500
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$21,500</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$21,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval: uniforms, clothes, school supplies, socks, personal hygiene items, paper	\$5,500
<b>Grand total:</b>		<b>\$5,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval: Texas Homeless Conference and exit costs for school of origin transportation	\$6,500
<b>Grand total:</b>		<b>\$6,500</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 101902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
<b>66XX—Software, capitalized</b>				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2,311	100%	Number of homeless students identified as of cut off date. All of the identified homeless students are considered economically disadvantaged
Identified homeless students	2,311	100%	2311 of the 66,369 District enrollment (3.5%)
Students identified homeless with a 5A Crisis Code	312	13.5%	312 of the 2,311
Students identified homeless with a 5B Crisis Code	100	4.3%	100 of the 2,311
Students identified homeless with a 5C Crisis Code	1866	80.7%	1,899 of the 2,311
Attendance rate for identified homeless students	NA	91.52%	Due to hurricane Harvey, the attendance rate of our displaced students has dropped slightly. It has been very difficult to keep track of our homeless students due to their mobility. However, despite these changes we are very close, percentage wise, to the average attendance of our non-homeless students.
Attendance rate for economically disadvantaged students	NA	91.52%	All of the Homeless students qualify as Economically Disadvantaged.

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

<b>School Type:</b>	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter			
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Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
161	202	242	234	214	229	195	160	97	91	139	111	133	103	2311

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school setting is a learning environment focused on academic goals. Each school year Aldine ISD is required to perform a needs assessment process. This process is comprehensive and focuses on the entire district. School and district level teams collect and examine it from a variety of sources and identify priority need areas in all aspects of the district's operations. The focus of the needs assessment is to identify strengths of the current program, but also to identify weaknesses, obstacles and barriers in each of the areas, and the homeless students are included in these efforts.

Aldine ISD prioritizes student needs as:

- attendance
- academics
- social and emotional needs
- staff training

**Attendance is a priority for all Aldine ISD students.** If students are not in school, they are not learning. Using academic scores and comparing attendance, students in Aldine ISD in 2016-2017 had a 10% higher passing EOC score than students with a lower attendance rate. It was determined by reviewing our district data, that increasing attendance will increase academic scores, Attendance is important for all students and a priority to ensure our homeless students are attending school regularly. Identifying students and ensuring they have transportation to get them to their home campus is the number one priority.

**Academic Needs.** After analyzing the homeless data from the previous school year. We identified and prioritized the following:

- To increase STAAR test scores for students in grades 3-8 because a 14 point deficit was noted as compared to the district's overall performance rate.
- To reach a 75% passing End of Course Exams (EOC) in grades 9-12 since an 11 point deficit was noted as compared to the district's overall performance rate..
- To decrease the retention rate of homeless students.
- To reach to a 95% promotion or graduation rate district-wide will be addressed at every campus. Although promotion and graduation are the ultimate objectives of our program, the required test scores, grades, and attendance are the ongoing focus and will be monitored in order to reach our goals.
- Increase to a 95% overall attendance rate of homeless students.

**Social and Emotional Needs.** Helping a child meet his or her needs and ensuring they are ready for the school day is different for a homeless child. Aldine ISD ensures that homeless children have items of personal hygiene, uniforms, or school supplies so that the students can have a clean face, brushed hair, brushed teeth, soap to be clean and feel confident about how they appear to others, and how they feel about themselves. Based on Maslow's hierarchy of needs, a child cannot concentrate on learning, if their basic needs are not met or when they do not feel good about themselves. A child that feels good about himself or herself, will be more likely to focus on learning. Campus Homeless Liaisons will focus on behavioral and social-emotional concerns and will provide resources to address those needs. Having the right tools to learn is important for all students, homeless children often do not possess the resources needed to learn, without the funding from this grant, the likelihood of the students going without these necessities will be high.

**Staff Training.** To ensure that the campus and district staff are trained with current McKinney-Vento guidelines to identify, enroll and implement the services for homeless and unaccompanied youth.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Attendance	Attendance, academic performance, behavior, and promotion and graduation performance will be monitored every grading period by the intervention specialist and program manager. Transportation for students identified as living outside their zone school or district boundaries will be provided.
2.	Academic Success	Students' grades and attendance will be monitored after every grading period. The Homeless Intervention Specialist will notify the campus liaison, student, and parent or legal guardian of possible concerns and discuss solutions. Currently, tutoring is available through Title 1 (district wide) and Summer School is also open for any student not successful academically.
3.	Social and Emotional Needs	Materials and standardized dress code requirement needs will be provided by the District's Homeless Office. Homeless students experience many different life circumstances: separation from siblings and parents, divorce, incarceration. School counselors and social workers will be available to address the emotional needs of these students.
4.	Ensuring staff are trained to identify, enroll and implement McKinney-Vento guidelines	Registrar, school counselors and campus administrators will be trained annually before the beginning of the school year by the program manager. The program manager will remain current about the McKinney-Vento guidelines by attending the Texas Homeless Conference.
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Manager	The Program Director must hold a masters' degree in education and had experienced managing grants.
2.	Homeless Intervention Specialist	The Homeless Intervention Specialist will be a retired school counselor holding a Masters degree in education and with a wealth of experience working with special populations.
3.	Director of Special Programs	The Director of Special Programs will be charged with overseeing the expenses and overall financial budgeting of the grant. This individual must possess at least 5 years of finance school experience.
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Annually 70% of students will exhibit mastery on grade 3-8 level STAAR Reading/Math tests	1. Identify students needing additional support	09/01/2018	10/01/2018
		2. Identify ELL student needing additional support	09/01/2018	09/31/2018
		3. Aligned activities to the needs of targeted students	10/01/2018	06/04/2019
		4. Ongoing monitoring of district assessments	08/19/2018	06/04/2019
		5. Ongoing monitoring of grades and attendance	08/19/2018	06/04/2019
2.	75% of identified students will meet Standard on all high school exit level EOC exams	1. Identify students needing additional support	09/01/2018	10/01/2018
		2. Identify ELL student needing additional support	09/01/2018	09/31/2018
		3. Aligned activities to the needs of targeted students	10/01/2018	06/04/2019
		4. Ongoing monitoring of district assessments	08/19/2018	06/04/2019
		5. Schedule adjustments to add remediation for EOC	01/18/2019	06/04/2019
3.	95% of identified Homeless Displaced students will attend school daily	1. Identify students with attendance concerns	09/01/2018	10/01/2018
		2. Identify ELL student with attendance concerns	09/01/2018	09/31/2018
		3. Aligned activities to the needs of targeted students	10/01/2018	06/04/2019
		4. Ongoing monitoring of attendance	10/01/2018	05/30/2019
		5. Offer no grade (NG) make up sessions	10/01/2018	05/20/2019
4.	90% of identified Homeless students will pass each semester.	1. Monitor grades every grading period	10/01/2018	05/30/2019
		2. "Virtual School" or remediation classes	01/18/2019	06/04/2019
		3. Opportunity for Credit by Exam	01/18/2019	06/04/2019
		4. Offer no grade (NG) make up sessions	10/01/2018	05/20/2019
		5. Opportunity for tutorials	10/01/2018	05/02/2019
5.	5% of all identified students will be promoted to their next grade level or graduate	1. Identify students with attendance concerns	09/01/2018	10/01/2018
		2. Offer no grade (NG) make up sessions	01/18/2019	06/04/2019
		3. "Virtual School" or remediation classes	01/18/2019	06/04/2019
		4. Opportunity for Credit by Exam	01/18/2019	06/04/2019
		5. Monitor grades every grading period	09/01/2018	06/04/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD begins **monitoring student performance** at the classroom level. Every nine weeks through district benchmarks and assessments, the students are monitored for mastery of goals and objectives. Campus curriculum is guided through Skill Specialists, who assess and support classroom instruction with support from campus Administration in weekly meetings.. The Program Directors meet with campus Skills Specialists monthly to review district level student performance. Campus administrators meet with their district supervisor once every nine weeks for data meetings. In these meeting the results of a comprehensive data analysis is discussed in order to implement changes or target particular populations of students.

The process for monitoring homeless and unaccompanied youth involves an intervention with the student, parent and counselor. Using the **attendance and academic data**, students identified as At-Risk of not passing or graduating meet with the Homeless Intervention Specialist. The Homeless Intervention Specialist contacts each student, parent, or campus counselor during the 3rd 9 week grading cycle by phone to explore possible actions that could facilitate making up missed work or days of school necessary to pass.

All lower grade homeless students with below 70% averages on core subjects for the year or below 85% average daily counselors are also called by the Homeless Intervention Specialist to discuss **necessary interventions** the final 9 weeks or Extended School year enrollment to facilitate promotion. Additional after school tutors are provided and schedule times to assist students with failing grades or haven't met standards on previous STAAR exams prior to this year's administrations. Students are monitored and feedback is analyzed for necessary interventions for continuous improvement.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD has an ongoing commitment to serve all students in 78 campuses and identify homeless students based on the McKinney Vento Act criteria. The District superintendent and Aldine ISD cabinet level members are supportive of the homeless program to meet the needs of the homeless students as well as to help them to thrive and be academically successful.

In order to provide sustainability for district programs, Aldine ISD has a Resource Development Program Director to help **identify funding resources and develop partnerships to sustain program support**. The Program Director works with other district staff members and Administrators to determine need and collaborate to find resources and provide one-on-one guidance. The Resource Development Program Director works closely with the counseling department administrators to seek funding to support Homeless students and Unaccompanied Youth through government and local funding resources. The counseling department at the campus and district level monitors students and identifies students in need of services and support. The counseling department and Resource Development office work collaboratively to identify students and seek resources, internally and externally, to support the homeless children and unaccompanied youth.

Next school year Aldine ISD will be the recipient of a Harvey Relief fund to support our efforts working with homeless students. However, these funds are limited to homeless students who were affected by hurricane Harvey and will only cover the first semester of the next school year.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Monitor grades and district assessment performance	1.	Improve support for campuses by "monitoring" students falling behind
		2.	Parent meetings for student assessment and increase parent involvement
		3.	Improve student behavior
2.	Monitor school of origin transportation	1.	Decrease the amount of time for setting transportation
		2.	Increase attendance rate
		3.	Improve quality of communication with parent and school
3.	Monitor attendance	1.	Increase attendance rate
		2.	Increase academic continuity
		3.	Decrease learning gaps
4.	Monitor the delivery of school supplies and uniforms	1.	Decrease stigma for homeless students
		2.	Increase student involvement in campus activities
		3.	Improve self-esteem
5.	Phenomenological Research design	1.	Explore the educational lived experiences of homeless students
		2.	Feedback received on the quality of the service provided
		3.	Determine the need for further services or parental involvement

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for collecting data and monitor progress, identify problems with project delivery and achievement results begin with accurate student identification and coding. The Homeless Intervention Specialist enters the student personal data into a database that is used to keep accurate student computer coding for state and district reports. Grades, attendance, discipline, and test reports are then run each grading cycle for all active identified homeless students. Database information provides useful historical and contact information for philanthropic and district reporting. Student Services Department and the Homeless office will run individual grade, attendance, and behavior reports using the district's data management system. The data obtained is in real time and will be analyzed to address the needs of those students falling behind. Referrals will be made as needed; student with attendance concerns will be addressed in a proactive manner in order to avoid chronic absenteeism. Also, in collaboration with Curriculum and Instruction Department, the Program Manager will have access to running records and assessment results in order to develop timely Interventions.

**Evaluation Design.** The Program Manager will provide quarterly reports with strengths and opportunities for growth along with suggestions for improvement to the District Director of Guidance. The program manager will share the findings with the Program Director of Finance, district administrators, and Campus Homeless Liaisons. As information is presented, feedback will be requested to refine and improve the delivery of the program. Many Homeless students are "falling through the cracks." Homeless students experience higher rates of mental health problems in comparison to housed youth, including disruptive behavior disorders, social phobia, major depression, and posttraumatic stress disorder. Poor academic performance is also quite common for homeless students. Part of the evaluation process for this grant will include a phenomenological research study. The purpose of this study will be to gain a greater understanding of the perspective of homeless students who are attending high school and to describe their experiences. Specifically, the plan is to interview Unaccompanied Homeless Youth (UHY) to conduct a qualitative study in the phenomenological tradition, exploring their perspectives and educational experiences. The objective is to gather data which can be used to improve the care of UHY presently attending high school so what is learned from the students themselves can be applied to develop new strategies to serve the larger population of homeless students.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the services and program that will be provided to address the identified needs.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Homeless staff will monitor grades, attendance, and behavior every grading period	500	District Homeless Office/ Homeless Liaison	Reports and Logs	1
Homeless office will provide clothes/uniforms, school supplies, personal hygiene products	200	District homeless liaison office - Homeless Intervention Specialist	Log of items distributed at each campus	3
Homeless office will ensure that homeless students enroll in summer school/credit recovery programs	50	District Homeless Liaison/Campus Liaison	Summer school/credit recovery enrollment	2
District homeless liaison will provide McKinney-Vento information/ to campus liaisons and district personnel	150	District Homeless Office/ Homeless Liaison	Agenda and Sign in sheets	4
Homeless staff will set up transportation for homeless students	200	District Homeless Office/ Homeless Liaison	Datasheet	4
Homeless information will be posted on all campuses and individual businesses in the community	73	District Homeless Office/ Homeless Liaison	THEO poster Information	4
University Leadership Summit	25	District Homeless Office/ Homeless Liaison	Parent permission slips and Certificate of attendance	2
Parent Involvement Activity: School Counselors will provide parental workshops for all At-Risk and homeless students and their families	73	Campuses	Description/summary of the project, agenda and sign in sheets	2
School Counselors will meet with each at-risk and homeless student and his/her parent or guardian to discuss the student's graduation plan	16	Secondary Campuses	Sign-in sheets and PGP completion statements	2
Homeless District liaison Annual Training	1	District Homeless Office/ Homeless Liaison	Certificate of Attendance	4

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Statutory Requirement 2a:** Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Mission Greenspoint	Provides food, clothing, and baby needs for homeless families in the area.
2.	Buckner Center	Provides food, clothing, and baby needs for homeless families in the area.
3.	Houston Food Bank	Elementary school will participate in "Backpack Buddies." A program designed to send no perishable items home every weekend to support homeless families identified food limited.
4.	The Center for Empowerment	Shelter located in our area that is recipient of many of our donations for the holidays.
5.	The Safety Net Project	This program supports eligible homeless unaccompanied youth students with supplemental items for graduation.
6.	Ambassadors for Christ	This organization coordinates with local agencies to shelter students who are living on their own.
7.	Curriculum and Instruction Department	This department will collaborate in the development of interventions to address the academic needs of homeless students
8.	Student Services Department	This department will assist with the report management and data reporting
9.	Health Services Department	This department will assist with health referrals and immunizations.
10.	Attendance Department	This department will assist with home visits and attendance concerns
11.	Title I Department	This department will collaborate with the Homeless Office in the delivery of parental involvement programs such Parent University.
12.		
13.		
14.		
15.		

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**Statutory Requirement 2b:** Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Funds provided by the grant will be used to contract the Homeless Intervention Specialist and the office supplies needed for the different trainings.** Aldine ISD has a comprehensive district-wide identification system in place to ensure that students will be accurately identified as homeless. The district enrollment process includes completing a Student Residency Questionnaire (SRQ), which asks parents to indicate if they consider the address where they are living to be a temporary living arrangement. If a parent indicates "yes", they are prompted to answer several additional questions which help the campus At-Risk coordinator or campus registrar determine if the living arrangement would be considered a possible homeless situation. The Homeless Intervention Specialist then contacts the parents or legal guardians of student(s) to get additional information and establish a "positive" contact with the family. In order to identify students currently attending the district, we annually send home a short questionnaire to verify the current living situation of all our students. In many instances, parents, legal guardians, or Unaccompanied Homeless Youth (UHY) will self-disclose their situations to campus staff.

**Statutory Requirement 2c:** Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In collaboration with the Title I Department, the Homeless office will promote and encourage parents to attend different **meaningful parental involvement programs** at the campus and district levels. Furthermore, school counselors will be expected to provide parental workshops at least once a month on a wide range of topics for all At-Risk students and their families, which include homeless families. School counselors at the middle and high school levels are required to meet with each at-risk student and his/her parent or guardian to discuss the student's graduation plan and will include homeless students.

**Statutory Requirement 2d:** Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD is a Title 1 School District and homeless students receive the same services as non-homeless students. Title I money set-aside will address the needs of those homeless students attending this one campus and the funds from this grant will be used to supplement the services provided by Title I and help displaced students to fully participate in school and **fully integrate into the regular school program**. The funds will provide homeless and unaccompanied students with uniforms, clothing, socks, school supplies, backpacks and personal hygiene products. The items provided to the students will help them be physically and socially prepared to enter the classroom with their peers. The district provides transportation for students with extracurricular activities, which allows all students, including homeless and unaccompanied youth, to participate. We do not anticipate the homeless students not being involved on any campus academic or extracurricular activity.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101902		Amendment # (for amendments only):
<b>Statutory Requirement 3a:</b> Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
Students experiencing homelessness and unaccompanied youth are eligible to receive Title 1 Part A services, per the McKinney-Vento Act. Aldine ISD's <b>process for development and preparation</b> for coordinating services for eligible students begins with a meeting of the Homeless Liaison, Finance and Title 1 district coordinators. They determine the number of students identified as homeless and set aside funding to meet the academic materials, uniform and personal needs of the students.		
	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$3,000	Funds were spent to purchase uniforms, clothes, academic supplemental supplies, backpacks, personal hygiene items, folders, spiral notebooks, pens, pencils, paper
Planned Set-Aside for 2017–2018	\$3,000	Funds were spent to purchase uniforms, clothes, academic supplemental supplies, backpacks, personal hygiene items, folders, spiral notebooks, pens, pencils, paper
<b>Statutory Requirement 3b:</b> How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
Aldine ISD supports the campus staff in understanding the policies and procedures in supporting homeless students, by coordinating with the Director of Special Programs and campus homeless liaisons. The needs of the homeless students attending the one Non-Title 1 campus will be assessed. If determined that there is a need, funding will be accessed from the set-aside funds to meet the particular needs of those students.		
The district supports the students by providing them with the materials and resources to be prepared for school. The Homeless Liaison will purchase the clothing and school materials to ensure that the students receive the items they need.		
The Campus Improvement Plan addresses the need to support homeless and unaccompanied youth, by requiring campuses to conduct an annual needs assessment.		

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101902	Amendment # (for amendments only):
<b>Statutory Requirement 4:</b> Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>School Selection:</b> Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
<b>Enrollment:</b> Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
<b>Transportation:</b> Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
<b>Disputes:</b> If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
<b>Training:</b> Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
<b>Coordination:</b> Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
<b>Transition to Higher Education:</b> Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes used to identify and/or enroll homeless students and unaccompanied youth who are:

- A. **Entering New Students.** Every student enrolling in Aldine ISD must complete an SRQ. This form is used as a primary method for identifying the students' living circumstances. If the parent or UHY completes the form indicating a possible homeless situation, the student is enrolled and a follow up conversation with the campus At-Risk Coordinator takes place to assess the needs of the student. All SRQs are then submitted to the Homeless Displaced Students office dropbox. SRQ's are followed up by the Homeless Intervention Specialist with phone calls to the home to inform parents of our services and also a more in depth evaluation of needs.
- B. **Identification of homeless students currently attending or returning to school.** The Homeless Office and the Multilingual Department collaborate to send home an annual questionnaire inquiring about the current living and migrant status of each Aldine ISD student. All questionnaires are returned to the Homeless Office for processing. If any questionnaire is completed indicating a possible homeless situation, the Homeless Intervention Specialist contacts the campus and parents or legal guardians to follow up regarding their current living situations. Students are then coded appropriately and serviced depending on their needs. Registrars, school counselors, and school administrators are annually trained in the McKinney-Vento Act and the rights of homeless students. An online training will be available for all professional staff starting the following school year, regarding identifying possible signs of homelessness. The training will also include a section about how to approach students who may be in homeless situations with empathy. .
- C. **Identifying not currently enrolled or attending school Children and Youth.** Posters alerting district area hotels are sent during the summer providing them with a referral number for the Aldine ISD Homeless Office in an attempt to reach out to those students residing in hotels. Information is also provided to the shelters and food pantries located within Aldine ISD boundaries informing them of their rights and contact numbers for information.

**Eligible Students for Early childhood and/or Prekindergarten Programs.** Next school year, all EC/PK Centers will also include Kindergarten level students. These buildings follow the same Aldine ISD procedures for identifying homeless students and are also staffed with trained social workers.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As the first contact for parents at the campus level, the campus registrars are trained by the Program Director, prior to beginning registration. The **summer training** focuses on the criterion for qualifying for the McKinney-Vento Act, the forms to be completed and instructions on how to assure that forms are correct. An important component of this training focuses on how to approach parents who may be in homeless situations without invading their privacy or making them uncomfortable.

In order to respond to the emotional needs of homeless children and unaccompanied youth, each grading cycle a department meeting is held with the different grade level counselors and the Guidance Department Directors to address questions, concerns or updates that have taken place. Training topics include trauma, self-harm, resilience, or other concerns.

Campus Counselors and Administrators are trained annually each summer, before the start of the school year, in the McKinney-Vento Act criterion. Campus school counselors serve as the Campus Homeless Liaisons. Their training includes Public Education Information Management System (PEIMS) training.

Registrars, school counselors, and school administrators are annually trained in the McKinney-Vento Act and the rights of homeless students. An online training will be available for all professional staff starting the following school year, regarding identifying possible signs of homelessness. The training will also include a section on how to approach students who may be in homeless situations with empathy.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure that **early interventions** and **ongoing progress monitoring** are implemented to address the academic needs of the homeless children and youth, Aldine ISD has a comprehensive tier system in place to address early interventions. The RTI (Response to Intervention) model is a multi-tiered framework for the early identification and prevention of academic and behavioral decline. It utilizes a combination of universal screening for all students and regular progress monitoring for tiered students to determine whether students are learning and progressing adequately when provided high-quality instruction and interventions. RTI practices are proactive, incorporating both prevention and intervention, and are effective at all levels from early childhood through high school. Essentially, RTI targets individual student gaps in learning that prevent students from learning on-grade level material. Campus RTI teams meet monthly to monitor all At-Risk students. Students are placed in interventions depending on the level of support needed. Each Aldine ISD campus has at least one RTI professional dedicated to ensure the implementation of the different interventions.

In addition to the campus level interventions and RTI support, the Homeless Intervention Specialist will conduct progress monitoring at the district level using the district data system. Follow up with parents and campus homeless liaisons will be conducted to explore possible interventions after each grading period. Home visits and/or referrals to outside resources will be made based on the particular circumstances of each student if warranted.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure that secondary homeless students are on track for **grade-level promotion, graduation and college and/or career readiness** is a priority. For the past three years, the Homeless Office focused on working with Seniors and Juniors. This process focused on ongoing reviews, outcome measures and progress towards achieving the established goals. Any changes or mid-course corrections are then made to assure the achievement of the annual outcomes. As evidence of the program's success, last school year the Texas Homeless Education Office (THEO) awarded Aldine ISD a certificate for maintaining a 90% graduation rate of Homeless students.

All Homeless students' grades are reviewed by the Homeless Intervention Specialist and District Homeless Liaison. Phone contacts are made to the Counselor, liaison, and student to discuss what is the cause and explore possible solutions. Monthly campus attendance reports are reviewed for Homeless-Displaced students with excessive absences. If unable to contact or verify the residence of a student by phone, a District Attendance Officer is requested to make a home visit to the last known address of the student(s). Since we started focusing on Juniors and Seniors with the help of the Homeless Intervention Specialist contracted with TEXSHEP grant funds, we have been able to dedicate more time and follow-up to address the individual needs of secondary homeless students.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 101902		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101902

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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